

INSPECTION REPORT

Heatherley Primary School

Mansfield

LEA area: Nottinghamshire

Unique reference number: 122734

Headteacher: Mrs Diane Speed

Lead inspector: Mr Paul Nicholson

Dates of inspection: 15-18 September 2003

Inspection number: 256380

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll;	169 plus 13 part-time
School address:	Heatherley Drive Forest Town Mansfield Nottinghamshire
Postcode:	NG19 0PY
Telephone number:	01623 420244
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M King
Date of previous inspection:	24 May 1999

CHARACTERISTICS OF THE SCHOOL

Heatherley Primary School is an average-sized primary school situated in the Forest Town area of Mansfield. It serves an area with a range of social and economic backgrounds. The majority of pupils live in owner-occupied housing; some live in nearby local authority housing and tenanted accommodation. Currently 81 boys and 101 girls attend the school. When children enter the pre-school class their attainment varies widely, but overall it is similar to that expected for their age. Nearly all of the pupils are white and one pupil speaks English as an additional language. The school has identified eight per cent of pupils as having special educational needs, which is below the national average. One pupil on a dual placement with a special school has a statement of special educational needs. The proportion of pupils who join or leave the school other than at the usual times of first admission or transfer to secondary school is similar to that found nationally.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25406	Mr Paul Nicholson	Lead inspector	Mathematics Science Information and communication technology Special educational needs
9569	Mrs Jan Leaning	Lay inspector	
23221	Mrs Lynda Parkinson	Team inspector	Foundation Stage Geography History Religious education
32401	Mr Nigel Minns	Team inspector	English Art and design Design and technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

After a period of change, which saw a large turnover of teachers, the school now provides its pupils with an acceptable education. The overall quality of teaching is satisfactory, and at times it is better. Pupils make satisfactory progress and reach satisfactory levels of achievement. The school is soundly led and managed. It provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Children in the pre-school and reception classes do well because of good teaching.
- Pupils in Years 1 and 2 achieve good standards in English and mathematics.
- By the end of Year 6, pupils achieve above average standards in English.
- Pupils' achievement in science by the end of Year 6 is unsatisfactory as their standards are below the national average.
- The roles of the senior management team and most subject co-ordinators are not sufficiently well developed to ensure improvement in the quality of education.
- Although satisfactory overall, the quality of teaching is variable and would benefit from the further sharing of the good practice seen in some lessons.
- This is a caring school, where pupils have positive attitudes and their behaviour is good.
- Pupils with special educational needs make good progress.

The school has made satisfactory progress since its last inspection. Teaching of information and communication technology has improved but standards in science have dropped. The school has greatly improved the provision for children in the Foundation Stage.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	C	D	E
Mathematics	D	B	E	E
Science	C	C	E	E

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

Overall, pupils reach satisfactory levels of achievement.

- Children in the Foundation Stage achieve well. They reach the appropriate Early Learning Goals for their age in physical development and knowledge and understanding of the world. Their progress in all other areas of learning - personal, social and emotional development; communication, language and literacy; mathematical development; and creative development - is good and many exceed the goals for these areas.
- In Years 1 and 2, pupils achieve well in reading, writing and mathematics as standards by the age of seven are above average. In other subjects their achievement is satisfactory and standards are in line with national expectations.
- In Years 3 to 6, pupils reach satisfactory levels of achievement overall as standards vary between subjects. They achieve well in English and, by the age of eleven, standards are above average. In mathematics standards are average, but in science they are below average. In other subjects seen during the inspection, standards were in line with national expectations.

- The school's provision for pupils' spiritual, moral, social and cultural development is **satisfactory** overall. Moral and social development is good, and spiritual and cultural development is satisfactory. Pupils have positive attitudes towards school, and their behaviour in lessons and on the playground is good. Their rate of attendance is similar to the national average.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education.

- Teaching is **satisfactory** overall, although there are variations across the school. Teaching in the Foundation Stage is good and so children make good progress in their learning. In Years 1 and 2 teaching and learning are good, particularly in English and mathematics. In Years 3 to 6, teaching is satisfactory overall, although examples of good teaching were observed. Learning is good in English but satisfactory overall. The school provides pupils with a **satisfactory** range of learning opportunities, which are enriched by a good number of additional activities, but pupils' mental skills in mathematics and their investigative skills in science are not taught in sufficient depth.

LEADERSHIP AND MANAGEMENT

The school is soundly led and managed.

- The headteacher has a clear vision for school improvement and a strong desire to achieve it. The recent high turnover of teachers has meant that the impact of other key staff has been limited. English, the Foundation Stage and special educational needs are well led. However, the roles of the senior management team and most subject co-ordinators have not been sufficiently developed to enable them to play a full part in the leadership and management of the school.
- The governors are supportive of the school and carry out their statutory duties well. They have a good understanding of the strengths and weaknesses of the school and soundly manage the finances. Their role in monitoring and evaluating their decisions and in shaping the direction of the school is not fully developed.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

- The majority of parents are satisfied with the work of the school, but a significant minority have a range of concerns. Parents report that their children like school. They are happy with the teaching and progress their children make. They raised concerns about the school's approachability, leadership and management, and the response made to complaints and suggestions. There is also parental concern over the high turnover of staff. The school has identified the need to strengthen links with parents and the community.
- Pupils expressed their views of the school. They like school, feel they have to work hard and enjoy new activities in lessons. Pupils appreciate the help teachers give them and know who to seek advice from if they have a problem. Half felt that lessons were fun, but the other half thought this was only sometimes the case.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- raise standards in science, particularly in Years 3 to 6;
- continue to develop the roles of the senior management team and subject co-ordinators so that they play a more effective role in developing the school;
- improve the overall quality of teaching and learning by further sharing the good practice seen in the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children in the Foundation Stage¹ and pupils in Years 1 and 2 do well and their achievement is good. Pupils in Years 3 to 6 make satisfactory progress. By Year 6, pupils' overall standards are average and they reach satisfactory levels of achievement.

Main strengths and weaknesses

- Children make good progress in the Foundation Stage and by the end of reception they reach the expected Early Learning Goals for their age and many exceed them.
- Pupils in Years 1 and 2 do well in English and mathematics and achieve above average standards in these subjects.
- Standards in English by the end of Year 6 have improved significantly because of good teaching and are above the national average.
- Pupils' standards in science by Year 6 are below the national average and their achievement in this subject is unsatisfactory.
- Pupils with special educational needs make good progress.

Commentary

1. At the time of the last inspection (May 1999), overall standards by the ages of 7 and 11 were average. In most subjects pupils made satisfactory progress and attained the expected standard for their age. By the end of the juniors standards in English and science were above average because of good progress in these subjects. Since that time the school has been through a period of change brought about by a high turnover of teachers and the introduction of a pre-school class². This has resulted in the raising of standards in the Foundation Stage and by the end of Year 2 but a decline in standards by the end of Year 6. After a period when there was some underachievement, this decline is being addressed and, with the exception of science, standards are currently similar to those found in the last inspection. Pupils now make satisfactory progress as they move through Years 3 to 6. Their progress is, however, inconsistent and is better in some lessons than in others.
2. **Foundation Stage:** Children enter the pre-school class with a broad range of experiences and abilities, but overall their attainment on entry is average. Children make good progress in the pre-school and reception classes. By the end of reception most children reach the expected Early Learning Goals for their age in each of the six nationally recognised areas of learning. Many children go on to exceed the expected goals in personal, social and emotional development, communication, language and literacy, mathematical development and creative development. This overall good level of achievement is the result of good and at times very good teaching in the Foundation Stage.
3. **Key Stage 1:** Over recent years (2000-2002) the school's results in National Curriculum tests for 7-year-olds have varied from year-to-year. They have been at or below the national average in reading, writing and mathematics. The results have been improving at a similar rate to that found nationally and in 2002 the results in all three areas were in line with the national average. The results for 2003, for which there are currently no national comparisons available, and evidence from the inspection indicate that standards in reading, writing and mathematics have

¹ The Foundation Stage begins when children reach the age of three and finishes at the end of the reception-class year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also include knowledge and understanding of the world, and physical and creative development.

² The school opened its 'pre-school' class for children of nursery school age in September 2000. Children attend part-time for two terms prior to their entry to reception.

continued to rise and are currently above those expected by the age of seven. This indicates that pupils reach good levels of achievement in these key areas. By the end of Year 2, pupils reach the expected standard for their age in science, art and design, geography and history. In religious education, their standards meet the expectations of the locally agreed syllabus for the subject. Their achievements in these subjects are satisfactory. It was not possible during the inspection to make a judgement on standards in information and communication technology, design and technology, music and physical education due to the inspection's focus on standards in the core subjects.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	15.7 (15.0)	15.8 (15.7)
Writing	14.5 (13.5)	14.4 (14.3)
Mathematics	16.3 (16.6)	16.5 (16.2)

There were 20 pupils in the year group. Figures in brackets are for the previous year

4. **Key Stage 2:** The school's results over recent years (2000-2002) in National Curriculum tests for 11-year-olds have varied greatly from year to year. Results in English, mathematics and science have been inconsistent but tending in the main to be below those normally found. In 2002, standards in English were below the national average and in mathematics and science they were well below average. These results compared poorly with those in schools that achieved similar results when the pupils were in Year 2. This indicates that pupils by the end of Year 6 were underachieving because their standards were lower than expected. The proportion of pupils in each of the three core subjects that achieved Level 4, the expected standard for a typical 11-year-old, was below the national average. The proportion of pupils that went on to achieve the higher standard, Level 5, was well below average.
5. The school has successfully addressed the underachievement in English, and the results in 2003 national tests were significantly better. They and inspection evidence indicate that, by Year 6, pupils' overall standards in English are now above those expected for their age. Good management of the subject and good teaching in some classes have brought about this improvement. In mathematics the 2003 results showed a slight improvement and work seen during the inspection indicates that standards are similar to those expected for the start of Year 6. The 2003 results in science also showed a slight improvement. However, the work seen indicates that standards remain below average. Pupils do not have sufficient depth of knowledge of the topics they have covered and their investigative skills are not fully developed. By Year 6, pupils' achievements are inconsistent. They do well in English and gain good levels of achievement in reading and writing. Pupils gain satisfactory levels of achievement in mathematics, but in science achievement is unsatisfactory. By Year 6, pupils reach the expected standard for their age in information and communication technology, religious education, geography, history and music. They gain satisfactory levels of achievement in these subjects. It was not possible to make judgements on the standards in art and design, design and technology and physical education.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	26.1 (27.4)	27.0 (27.0)
Mathematics	25.4 (27.2)	26.7 (26.6)
Science	26.3 (28.6)	28.3 (28.3)

There were 34 pupils in the year group. Figures in brackets are for the previous year.

6. Pupils with special educational needs make good progress overall. They achieve well in relation to their targets because of good individual education plans and good support in the classroom. More-able pupils make satisfactory progress. A feature in recent test results in mathematics and science at the age of eleven is the smaller proportion of pupils achieving the higher standard, Level 5, than is normally found. Over recent years the girls' performance in national tests for 11-year-olds has been better than that of the boys. The girls' results have been close to the national average, but the boys' have been about a term behind. The school has identified these differences and has taken appropriate steps, particularly in English, to address them.

Pupils' attitudes, values and other personal qualities

Pupils like their school and have **good** attitudes towards their work. They behave **well** in and around the school. Pupils' rate of attendance is **satisfactory**. Their spiritual, moral, social and cultural development is **satisfactory** overall.

Main strengths and weaknesses

- Pupils like school, have positive attitudes and show good levels of interest.
- Moral development is good and so pupils' behaviour in lessons and around the school is good.
- Pupils' relationships with others are very good because of good social development.

Commentary

7. **Attendance** is in line with the national average - it is satisfactory. Most pupils attend regularly and are punctual to school and to lessons. Although the school actively discourages it, some parents take children on holidays in term time and this affects overall attendance levels. A very small minority of children come into school late, despite the school's best efforts. Efforts to promote attendance are good and parents are aware of the expectations.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	94.7	School data :	0.3
National data:	94.1	National data:	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

8. **Exclusions.** In the previous year two pupils have been excluded for one day because of disruptive behaviour.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Asian or Asian British – Indian
Any other ethnic group

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
179	2	0
2	0	0
1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

9. The school's aims are clear and appropriate. They provide for high expectations in both work and behaviour, with the emphasis on self-esteem and positive relationships. Pupils enjoy school and appreciate the help their teachers give them. Half think that lessons are interesting

and fun, but the other half thinks this happens only sometimes. Most pupils work hard, concentrate well and are polite, courteous and respectful to each other and to the adults. Pupils handle resources with care and respect the school premises. There is a very good social atmosphere in the dining hall and in the playground. Pupils play happily with each other with good supervision. There are 'playground friends' who help to make sure that no one is left out. Pupils understand the rules, which they help to formulate, and know the difference between right and wrong. They are appreciative of praise, rewards and of the 'good book' assembly, when good work and other efforts are recognised.

10. Behaviour in the school is mainly good as the behaviour policy is used effectively. Where teaching is challenging, pupils, including those with special educational needs, settle quickly to work, listen carefully and concentrate well on their tasks. Occasionally the standard of behaviour drops where teaching is less stimulating. There are clear strategies for dealing with bullying, which is not an issue in the school. No bullying was seen during the inspection. Pupils know that it is unacceptable and what to do if it occurs, and they do not think that it is a problem. Rewards and sanctions are fairly and consistently applied and parents are involved if necessary.
11. Relationships in the school are very good; the adults are very good role models and know the children and their families well. Mutual respect is encouraged and there is respect for each individual. There is a school council and, in discussion, pupils felt that their views are listened to. Personal and social education and citizenship are taught across the school, in lessons, through circle time³ and in assemblies. In most lessons pupils work hard both in small groups and independently.
12. The provision for spiritual development is satisfactory; assemblies are of good quality. Pupils enter quietly with music playing and are calm and thoughtful. In one assembly when different types of candles were lit there was a real sense of awe and wonder. Although there are only limited planned opportunities in the curriculum for pupils to reflect, in a history lesson pupils were thinking about the different things available in the 1950s compared to the present day and were amazed by some of the changes. The good provision for moral development is founded on the high expectations that staff have and the good role models that they provide. The school makes pupils aware of what is right and wrong, and moral issues are taught well. In a personal, social and health education class younger pupils in groups were acting out the rules very effectively in a role-play situation.
13. The school makes good provision for social development, which creates a strong sense of identity in a caring community. Most parents agree that the school helps their children to become mature and responsible. There are good links with the local supermarket and with a local historian, which effectively enhance pupils' experience. Pupils are encouraged to develop their awareness of the needs of others and support various charities such as the '*Crisis at Christmas*' appeal. The provision for cultural development has improved and is satisfactory. The local vicar is a regular visitor and pupils in Year 6 have visited the Minster at Southwell. There are still few opportunities for pupils to visit non-Christian places of worship, because of the locality. However, there have been Indian dancers, a project on water related to other countries, and the festivals and cultures of other faiths, for example Divali, are studied.

³ During Circle Time pupils discuss a wide range of personal and general issues. All pupils agree that no interruptions should occur and only one person at a time should speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the school provides a satisfactory quality of education for its pupils. Teaching and learning are satisfactory and at times good. The curriculum is satisfactory and the school takes good care of its pupils. There are satisfactory links with parents.

Teaching and learning

The overall quality of teaching is **satisfactory**. It is good in the Foundation Stage and in Years 1 and 2 and so younger pupils make good progress in their learning. In Years 3 to 6, teaching and learning are satisfactory.

Main strengths and weaknesses

- Good, and at times very good, teaching in the Foundation Stage ensures that children make a good start to their time at school.
- Teaching and learning in English and mathematics are good in Years 1 and 2 and so pupils achieve well in these core subjects by the age of seven.
- In Years 3 to 6, teaching overall is good in English and pupils achieve a good standard in this subject by the age of eleven.
- The quality of teaching in Years 3 to 6 is satisfactory overall, but varies between classes and subjects, and so progress in other subjects is not as good as that seen in English.
- The school has good procedures for assessing pupils' progress.
- Teachers promote equality of opportunity well.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	3 (10%)	12 (40%)	15 (50%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

Commentary

14. Since the last inspection the school has improved its provision for the youngest pupils by opening a 'pre-school' class. Children attend this class part-time for two terms before their entry into reception. Teaching in these Foundation Stage classes is consistently good and during the inspection included examples of very good teaching. Consequently children feel happy and secure, and they make good progress towards the Early Learning Goals for children of this age. In Years 1 and 2 teaching is good overall, particularly in English and mathematics, where expectations are high and activities are well planned. Pupils have high levels of interest and so are very attentive in lessons because of the staff's lively and enthusiastic approach.
15. In Years 3 to 6 teaching is satisfactory overall and reflects the experience profile of the teachers, many of whom have been at the school for less than two years. During the inspection, lessons observed were at least satisfactory and in a third teaching was good. Evidence from pupils' previous work indicates that teaching in English is good overall and in other subjects it is satisfactory. This is similar to the quality of teaching seen at the time of the last inspection. The junior classes have seen a particularly large turnover in teachers over recent years and this has had a negative impact on pupils' learning. The school correctly identified the need to develop teaching skills and this has been a focus for staff training. This remains an important area for development in order to raise the quality of teaching and learning to that seen in other parts of the school and in English.

16. Teachers throughout the school successfully promote inclusion and equality of opportunity. They value the contributions made by pupils and ensure that their personal needs are well met. Pupils feel that the teachers listen to their ideas and give them help when they are stuck. Teachers make good use of teaching assistants, particularly to help pupils with special educational needs. They have a positive impact on learning, particularly when they play a full part in activities throughout the lesson. In some lessons the lack of additional adult support makes it more difficult for the teacher to fully meet the needs of all groups. Teachers gather a good range of assessment information, particularly in English and mathematics, and generally effective use is made of assessment data in setting individual targets and planning activities. In the main, teachers manage the pupils well and this results in good levels of attention and behaviour in lessons. Teachers provide regular opportunities for pupils to work collaboratively and this has a positive impact on learning and the development of very good relationships.
17. In the best lessons teachers have good subject knowledge and plan suitable activities matched to the needs of the different ability groups within their class. Very good use is made of teaching assistants throughout the lesson to support the work of the teacher and to help pupils, particularly those with special educational needs, to develop their understanding. These lessons have a good pace and there is constant reinforcement of what the pupils are to learn during the lesson and at the end.
18. In lessons that are satisfactory the teachers are not always sure of how they are going to achieve what they want the pupils to learn. Lesson objectives are sometimes too broad or the small steps required to reach the objective are not clearly planned. As a result the teaching is not sufficiently well focused to ensure better than satisfactory learning.

The curriculum

Overall, the school provides a **satisfactory** range of learning opportunities for its pupils. The school enriches this curriculum with a good range of additional activities, but there are some areas that are not taught in sufficient depth.

Main strengths and weaknesses

- Equal access to the curriculum and inclusion are good.
- Provision for pupils with special educational needs is good.
- Personal, social and health education is good.
- There is a good range of extra-curricular activities.
- Strategies for teaching mental skills in mathematics and investigative skills in science are underdeveloped.
- The accommodation and resources for learning are good.
- Areas of the National Curriculum for mathematics and science are not covered in sufficient depth.
- The school does not make sufficient use of the library for independent learning.
- The use of information and communication technology to support learning in other areas of the curriculum is not fully developed.

Commentary

19. Overall, the school provides pupils with a satisfactory range of learning opportunities based on national guidelines. There has been a full review of the curriculum, and a new programme based on planning for individual year groups was introduced in September 2003. Staff have responded positively to these changes, the impact of which now needs to be evaluated. The school also needs to ensure that all mental skills mathematics and investigative skills in science are taught in sufficient depth and that the library and information and communication technology are better used to support children's learning. The school offers good support to pupils as they move through different stages of their education. Pupils who move from the

Foundation Stage to the infant classes and pupils who change classes within the school are well supported by teaching assistants who move with the class for part of the day. This ensures that pupils have a familiar adult in the classroom while settling into their new classes. Links with local schools, including transfer arrangements to the secondary school, are good.

20. The school's provision for personal, social and health education is good. There is a strong commitment to providing equal opportunities for all pupils and to work towards their inclusion in all activities. The school makes a conscious effort to include new pupils. All children have full access to the curriculum and to extra-curricular activities, and children with special educational needs, including those who visit from other schools for some lessons, are integrated well. The school meets the needs of pupils with special educational needs well. Carefully written individual education plans for these pupils identify relevant targets and the suitable small steps needed to achieve them. These plans, together with effective extra support provided by teaching assistants in the classroom, ensure that these pupils make good progress towards their individual targets.
21. The school offers a good range of extra-curricular activities. There is a particular focus on sport, with football, hockey and tennis. There are effective links with national and local sporting organisations. The school also offers a range of clubs that support pupils' learning. These include French, board games, science and information and communication technology. Clubs are all held on a Thursday evening, which is convenient for parents and pupils, and are offered on a rota basis. However, this does mean that no child can attend more than one club or type of club. For example, Year 6 boys explained that they would like to attend other clubs, but not if it were held at the same time as football.
22. Some areas of mathematics and science are not covered in sufficient depth. As a result pupils are unable to achieve their full potential in these areas. In mathematics the teaching of mental skills is not as effective as it could be and this reduces pupils' confidence in number calculations. Activities in science in Years 3 to 6 do not always ensure that pupils gain the expected levels of knowledge and understanding. Opportunities for pupils to devise their own investigations are limited. This has been the focus of recent in-service training for staff but has not yet had an impact on pupils' learning. Although the skills are taught satisfactorily, there is insufficient evidence in children's work of the use of information and communication technology to support pupils' learning in areas of the curriculum other than English.
23. The accommodation and resources are good overall. Although the classrooms are open-plan, most classes have a quiet area where whole-class teaching can take place. The building is light and airy, and provides a pleasant working environment for staff and pupils, and the extensive grounds are well maintained. However, the temporary location of the library in the school hall does not encourage its use to support children's independent learning, and pupils in Year 6 were unable to explain how to find books in a non-fiction library. The school has plans to improve the library area.

Care, guidance and support

There are **good** procedures for ensuring pupils' care, welfare, health and safety. The school provides **good** levels of support, advice and guidance through the careful monitoring of pupils' development.

Main strengths and weaknesses

- The school provides good care for its pupils within a firm, consistent atmosphere where all can feel happy and secure, and this has a positive effect on pupils' attainment.
- Pupils, including those who have special needs, receive good levels of support.
- Pupils' views are sought and valued through the work of the school council.

Commentary

24. Parents say that pastoral care is good and are generally satisfied that their children are treated fairly. They are pleased with the arrangements for settling children into school. The inspection findings agree with these positive comments. The school has maintained the good levels of care seen at the previous inspection. Staff know the children and their families well and have very good relationships with the pupils. The school identifies and deals effectively with any hazards found on site. Good procedures ensure that health and safety, which includes staff trained in first aid, child protection and behaviour are properly monitored. Personal, social and health education and the teaching of citizenship are being developed satisfactorily across the curriculum, through circle time, in science and in assemblies. The school's behaviour policy is used effectively and the procedures to prevent bullying are in place. Occasional incidents are in the main perceived by parents and pupils to have been dealt with appropriately. The pupils play and work well together and do not leave anyone out. They are very clear about whom they should approach if they have a problem; they feel that they are treated fairly and that staff listened to their concerns.
25. Useful individual records of pupils' personal progress and development are kept. These records are linked to teachers' marking, are regularly updated and used to help in setting targets. The school's efforts to promote attendance are good. Telephone calls are made and letters sent when there are concerns. Procedures for introducing pupils to the pre-school class are good; they involve meetings and visits to the school by the child and the parents, and children settle very well. Parents are encouraged to stay until their children feel secure. Pupils are well supported during the transfer to the next stage of their education because there are good links with the main secondary school.

Partnership with parents, other schools and the community

The school's links with parents are **satisfactory** overall and in some areas they are good. The school has **good** educational links with the local community and other schools.

Main strengths and weaknesses

- Parents receive good-quality information about the school and about their children's progress.
 - The majority of parents are satisfied with the work of the school, but a significant minority have a range of concerns.
 - The school makes good use of the local environment and community to support pupils' learning.
26. Parents receive good-quality information about the school and children's progress on a regular basis. This includes regular meetings, newsletters and a written annual report with targets for improvement and an opportunity for parents and pupils to respond. The school prospectus and the governors' annual report to parents are clear and informative.
 27. Some parents help in school or on trips on a regular basis, and many more support their children at home. Efforts to involve parents in their children's learning have included a workshop session at which teachers talk about helping children, and the availability of teachers for discussion is emphasised. Many parents support the parent-teacher association, which is successful in raising funds. These have been used to provide new playground equipment and to help pay for school trips.
 28. Parents are generally satisfied with the school's provision; however, a significant minority at the meeting and in questionnaires⁴ have raised concerns about the school's approachability and the response made to complaints and suggestions. Parents' comments were varied. Most parents say their children like school and that they are making satisfactory progress. While most parents think they receive good information about children's progress, a fifth of do not. A

⁴ 42 per cent of parents replied to the pre-inspection questionnaire and 15 attended a meeting with inspectors.

similar proportion do not find the staff approachable, a third of parents have concerns about leadership and management and there is also concern over the high turnover of staff. The majority think the school takes their views into account, but a fifth disagree. Homework was said to be inconsistent. It was possible to talk to only a limited number of parents during the inspection and this did not provide an opportunity to verify or refute these concerns, which have been shared with the school. The school has identified the need to strengthen links with parents and the community. The head teacher will be looking at ways to ensure that all parents feel welcome in school and is surprised and disappointed that this is not perceived to be the case.

29. There are good links with the local community, such as the church and the local supermarket, and these make a positive contribution to pupils' experience and learning. Local visitors; for example, the vicar, representatives from other religious groups and a local historian are welcomed into the school and to assemblies. The Life Education bus and a local textile firm are also invited into school, and a theatre group also visits. The school is part of a family of local schools, which provides useful in-service training opportunities for staff. There are good links with the local secondary school. Staff from the secondary school visit, records are passed on and pupils in Year 6 attend a taster day.

LEADERSHIP AND MANAGEMENT

The school is **soundly** led and managed. Overall, the leadership of the headteacher and the management and governance of the school are **satisfactory**.

Main strengths and weaknesses

- The headteacher has a clear vision for school improvement and strong desire to achieve it.
- There is good leadership in English, in the Foundation Stage, and for pupils with special educational needs.
- The governing body is well informed by the headteacher and is supportive, but governors are not fully involved in the planning or monitoring of school improvement.
- Key stage co-ordinators and subject co-ordinators are insufficiently involved in making decisions about the management of the school and in the leadership of the curriculum.
- The approaches to financial management help the school to achieve the educational priorities.
- The school successfully promotes the inclusion of all its pupils.

Commentary

30. The headteacher's clear focus on what needs to be done to develop the school is reflected in the useful school improvement plan that is closely linked to staff performance management. She has correctly identified the priorities, which are clearly set out along with what needs to be done. However, the headteacher does not always successfully share her vision for the school with all members of the staff and governors. Although the school improvement plan is discussed with governors and staff, they are not sufficiently involved in its structure and composition at a very early stage. The governors see the need to raise standards, particularly in mathematics and science, in order to match the test results of similar schools. They are well informed through documentation such as the headteacher's report and through studying national information that is sent to individual schools annually. Although some governors visit school, the governing body does not have a focused system of finding out for itself what is going on in school in order to evaluate the impact of their decisions, financial or otherwise, on standards. Through its day-to-day work and policies, the school successfully promotes the inclusion of all its pupils.
31. Finances are soundly managed and used well to promote the improvement of the school. They have provided a new Foundation Stage unit and the development of an outdoor area. These are having a positive impact on the youngest children. The suite of computers is a good available

resource for all pupils. At present it is not used to its full potential. However, the governors have not yet evaluated the extent of these innovations in the everyday life of the school.

32. Since the previous inspection and particularly recently there have been a large number of staff changes. The headteacher supports the continuing professional development of staff, but staff movement has made the management of the school more difficult. The headteacher and governors have put in place a senior management team, and co-ordinator responsibilities have been re-arranged. Co-ordinators are now in post for the vast majority of subjects and for other important areas. The intention to develop the management of the school and the role of the co-ordinators is clearly there. Action has been taken to introduce some mechanisms for developing the role of the co-ordinators. The school has up-dated its self-evaluation policy, which is thorough and very detailed, and there have been opportunities, for example in English, for classroom observations. However, strategies and opportunities for developing co-ordinators are not fully in place. The co-ordinators for English, special educational needs and the Foundation Stage curriculum are providing good leadership because their roles are more developed than those of other co-ordinators. The roles of the key stage co-ordinators and co-ordinators in other subjects and areas are at a very early stage of development. The key-stage co-ordinators are members of the senior management team, but their responsibility for leading teams is not yet fully developed. They manage assessment procedures well and are good role models for pupils within their classrooms, but there are insufficient opportunities for them to be good role models for other staff. They have few opportunities yet to monitor, evaluate and support teaching and share good practice within their teams in order to raise the quality of teaching. Other co-ordinators have school files and take part in staff discussions, but they also have limited opportunities to monitor the curriculum, the planning, and the teaching and learning in their area of responsibility in order to raise standards. This is unsatisfactory. They have few opportunities to take part in the crucial decisions and management of the school; for example, at the inception of the school development plan. The school does not make the most of the differing strengths of all co-ordinators.
33. The principles of best value are implemented satisfactorily for school management and when providing resources. There is some under-spend in the school budget, which has been deliberately planned in order to safeguard staffing levels against a variation in the school numbers. This is now being eaten into because of low numbers in some classes, particularly in the reception class.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	469,898	Balance from previous year	41,002
Total expenditure	475,729	Balance carried forward to the next	35,171
Expenditure per pupil	2,390		

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good.

At the time of the inspection there were only five children in the reception class. The amalgamation of the part-time pre-school class and reception into one unit is a very recent innovation. This has been a very positive way forward. The structure of the unit and its activities is flexible and meets the needs of the children well.

Main strengths and weaknesses:

- The quality of teaching is good, and sometimes very good, and children achieve well overall.
- The leadership and management of the unit by the Foundation Stage curriculum co-ordinator are good. The two teachers and nursery nurse work very well together as a team.
- The planning of the curriculum is good. The way staff check on how well children are doing is very good and is used very well to plan their next work.
- Since the previous inspection an outdoor play area has been created, but the physical area and resources still require considerable development.
- The balance between activities led by the teacher and those chosen by the child has improved since the last inspection. The latter are not sufficiently challenging as staff do not always intervene at the right time.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Children are achieving well in this area of learning because the quality of teaching is good overall. They are very likely to exceed the standards expected of them by the time they go into Year 1.

- The organisation of the unit is well thought out and resources are easily accessible to children.
 - The encouragement, management and involvement of children in activities are very good.
 - Staff have high expectations of children's behaviour.
34. The children come into school eagerly at the beginning of the school day. They immediately and confidently begin activities of their choosing. This confidence remains with them throughout the day. The youngest children have quickly learnt the school routines. The unit is very well organised. Areas of interest are well defined and the storage system allows children to have easy access to equipment in order to support their developing self-confidence. Children show increasing independence in selecting, initiating and carrying out activities throughout the day. Staff are very good at encouraging children and so they concentrate well and become really involved in what they are doing. Sometimes staff miss the opportunity to challenge children during child-initiated activities because they do not interact sufficiently; for example, by asking questions such as "Why?" and "What if?", or by prompting suitable responses in their role-play. All children form very good relationships with the staff and with other children. The very good management of the children ensures that they behave very well.

COMMUNICATION, LANGUAGE AND LITERACY

Children are achieving well in this area of learning because the teaching is good. Many are very likely to exceed the standard expected of them by the time they move into the infants.

- Achievements in reading and writing are good because of consistently imaginative teaching.

35. Work in this area of learning is well planned to match the needs of the individual children. Children in the reception class are making good progress towards their Early Learning Goals. Well-chosen activities help children to hear and say initial and final sounds in words and to match the correct letters to these sounds. They are making good progress in forming letters correctly. Staff match activities to the needs of the children so that, by the end of the reception class, those children with average ability make good progress in spelling simple words using the sounds of the alphabet. Those with above average ability write a few sentences clearly with very good attempts at spelling harder words and use simple punctuation correctly. The youngest children are learning to write their names by 'signing in' in the morning and are beginning to understand the purpose of writing. Activities in the unit give children good opportunities to write for different purposes. However, opportunities to use writing in other activities are limited. Staff use imaginative strategies to demonstrate speaking and listening; for example, when the teacher received a 'telephone message' informing her and the children where Little Bo Beep's sheep was to be found. Consequently, the vast majority of children speak clearly and audibly with confidence, communicating easily. All children listen very well and pay attention. Staff sometimes miss the chance to intervene in children's chosen activities to extend and enrich their vocabulary and forms of speech.

MATHEMATICAL DEVELOPMENT

Children are achieving well in this area of learning because the teaching is good. They are very likely to have exceeded the standard expected of them by the time they move into the infants.

- Children make good progress, particularly in numeracy, through consistently imaginative teaching that engages their interest.
36. Teaching in this area of learning is creative and engages children's interest. Children in the pre-school class make good progress in learning to count, to match and to understand numbers through imaginative games played with the teacher and a puppet called 'Polly Parrot'. Reception children successfully learn to count forwards and backwards to 20 through imaginative games, such as describing with their hands in the air an imaginative ladder, which they climb up and down in order to understand and remember numbers.
37. By the time children move into Year 1 they are well prepared to carry out simple addition sums, and the above average children are ready to learn simple subtraction. Teachers' clear, challenging questions develop children's understanding. For example, children arrange different coloured buttons on two 'teddies' coats'. The teacher asks them to look carefully and explain the patterns on the two coats and to say whether they are the same. Learning is reinforced by good strategies, and differing aspects of mathematics are taught and reinforced in the other areas of learning, such as using shapes and patterns in painting.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Children make satisfactory progress through a wide variety of activities. They are likely to just achieve the standards expected of them by the end of the Foundation Stage

- Staff provide children with a wide range of experiences of interesting activities.
 - Children do not achieve as well in this area of learning as in other areas.
38. Planning and teaching ensure that children cover a wide range of activities including growing seeds, work on insects, visits to a local supermarket and very simple mapping skills. Children show an awareness of how things change when they cut and cook vegetables to make soup or bake. They satisfactorily explore and investigate objects and materials, such as when they test them to see whether they are waterproof. They investigate how *Jack and Jill's* objects rolled down the hill. The youngest children use the computer mouse easily and understand its use for

dragging objects on the screen. Planning for the reception children's learning in information and communication technology is comprehensive. The reception children use programmable toys confidently and use computers to reinforce learning in numeracy. Although the teachers use imaginative ideas in their teaching, the children do not achieve as well as in other areas of learning because there is not as strong a focus on progress in this area of learning.

PHYSICAL DEVELOPMENT

Teaching is satisfactory overall and sometimes good or very good. Children make good progress in some aspects but satisfactory progress overall. They are likely to achieve the Early Learning Goals for this area by the time they move into Year 1.

- Teaching in physical-education lessons in the hall is very good.
 - Children are given frequent use of the outdoor area.
 - Teaching and learning are hindered because resources are not yet complete for the outdoor area.
39. Children move confidently and make good use of space when they have physical education in the school hall, where they make very good progress because teaching is very good. Consequently they can negotiate space, move in a variety of ways, accept rules and persevere at tasks. They satisfactorily operate equipment by means of pushing and pulling and can ride tricycles and negotiate their way around safely. They construct with large and small materials and demonstrate increasing skill and control in the use of small implements. Good teaching helps children practise using sewing needles, scissors and small tools. Children now have more opportunities for regular and frequent outdoor physical activity because of the provision of an outdoor area. However, development in this area of learning is hindered because resources for the outdoor area are not yet complete.

CREATIVE DEVELOPMENT

There is a good variety of activities to develop children's knowledge and understanding in this area of learning and to stimulate their imaginations. The children are likely to exceed the standards expected of them by the time they finish their time in the Foundation Stage.

- The quality of teaching is good and children achieve well.
 - The children's imagination is developed well by stimulating and creative activities.
 - Staff do not always make the most of activities chosen by the child.
40. All children are given many opportunities to use differing materials and to experiment with colour and shape, and are taught appropriate skills. Reception children explore what happens when they mix colours and can explain what they have done. They sing simple songs and join in with action songs. By the end of their reception year children draw with pastels, use different painting techniques and create simple collages with a variety of materials. They use their imagination in both classes, especially in role-play situations. There are ample opportunities for children to initiate their own creative activities, but staff do not always make the most of these by using well-time comments or suggestions to challenge the children.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Overall, provision for English is good. Pupils achieve well and attain higher standards than those in similar schools.

Main strengths and weaknesses

- Standards in English are above national expectations by the end of Year 2 and Year 6.
- The curriculum in English is broad and balanced.
- The teaching of both infants and juniors is good and, as a result, they achieve well.
- English is well led and managed.
- The library is not sufficiently used for independent learning

Commentary

41. Standards in English are above national averages by the end of Year 2 and Year 6. National statistics for 2003 have not yet been published. However, it appears that in the 2003 National Curriculum tests for eleven-year-olds, the proportion of pupils achieving the nationally expected level was above the expectations for all schools and for similar schools. In the 2003 National Curriculum tests for seven-year-olds the proportion of pupils achieving the nationally expected level also appears to have been above national expectations. This represents a continuation of the improvement in the school's performance that began in 2002 and is a result of good teaching, particularly in Years 2 and 6.
42. The quality of teaching is good for both infant and junior pupils. Teachers explain clearly what children are expected to do and learn. They give children clear time guidelines and expect them to work productively. They have good subject knowledge and use questioning well to extend children's thinking. Resources, including individual whiteboards, are used well to support children's learning.
43. Teachers use day-to-day marking and more-formal assessments to set clear and challenging targets for pupils. However, evidence of improvement in the targeted area is not always clear from pupils' work. A writing profile for each pupil has recently been established to further track progress through the school.
44. English is well led and managed. The enthusiastic co-ordinator has a good grasp of the National Literacy Strategy, which is firmly established in the school. She has undertaken the monitoring of teaching and of pupils' work in conjunction with the headteacher. This monitoring has been focused on particular issues, such as the teaching of writing, and has helped to raise the quality of teaching in the subject. She has a good understanding of national concerns such as the underachievement of boys in literacy and has put systems in place to address these concerns.
45. The school library is under-used and library skills are not taught consistently across the school. The co-ordinator is aware of the need to develop this area, and plans are in place to do so. The school has already moved the school non-fiction library from the entrance hall to the main school hall and is in the process of adapting the designated area to better meet the needs of a library.
46. Overall, the provision for English has improved since the last inspection. From a low point in 2001, standards have improved faster than the national trend and are higher than those found in most schools. Teaching has remained good and teaching of the infants has improved. The

National Literacy Strategy has been firmly and soundly established in the school and has had a positive impact on standards.

Language and literacy across the curriculum

47. English is used satisfactorily to support learning across the curriculum. Pupils record information in subjects such as science, geography and history, but the use of a wide range of writing styles to develop literacy skills is not evident. Other subjects, including information and communication technology, support the development of literacy skills. However, the lack of library skills makes it difficult for pupils to carry out independent research in other subjects.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- By the end of Year 2, pupils achieve well and gain above average standards because of good teaching.
- In recent national tests for pupils in Year 6, standards have been well below average but are now improving.
- Pupils' skills in mental arithmetic are not fully developed
- Pupils have positive attitudes towards the subject and work well together.
- Pupils with special educational needs make good progress because of the additional support they are given in lessons.

Commentary

48. Standards in mathematics by the end of Year 2 have improved since the last inspection, when they were in line with those expected for this age. The national test results in 2003 and inspection evidence show that standards are now above average. In particular pupils make good progress in their understanding of addition and subtraction of small numbers. This good level of achievement is the result of good teaching in the basic skills. Teachers provide pupils with good opportunities to develop useful strategies, such as beginning with the larger number or looking for combinations that make ten when adding numbers. Pupils then successfully apply this knowledge when solving simple money problems.
49. At the time of the last inspection, standards by the end of Year 6 were average. The results of the 2002 and 2003 national tests showed that standards were low. However, pupils' work observed during the inspection indicates that standards at the start of the current Year 6 are similar to those expected for this age. Teaching is satisfactory overall in Years 3 to 6 and pupils make satisfactory progress, although this is not even in all years because of differences in teachers' experience and confidence. Pupils in the current Year 6 have satisfactory levels of achievement. They use a suitable range of methods of calculation satisfactorily to solve number problems, such as calculating the perimeter of compound shapes.
50. Overall teaching is satisfactory, and it is good in Year 2, where expectations are high. Teachers provide pupils with good levels of encouragement and pupils often work in pairs or small groups. Consequently the subject makes a good contribution to pupils' social development, and their attitudes are positive. When teaching is good, it is well matched to what pupils need because teachers have a clear understanding of the steps required for them to improve. Teachers provide clear explanations and suitable practical activities which pupils are keen to join in. In the main teachers make good use of day-to-day assessment, which provides helpful information on pupils' knowledge and understanding.

51. All teachers use the National Numeracy Strategy satisfactorily to provide full coverage of the curriculum. They follow the recommended lesson structure and in most cases provide a suitable balance between teaching and individual practice. The short mental starter at the beginning of a lesson is not always as effective as it might be. So pupils' mental calculation skills, particularly in Years 3 to 6, are not sufficiently well developed. As result pupils are less confident, and at times inaccurate, when carrying out longer calculations. Often this session lacks a clear focus on practising a useful mental strategy and does not fully involve all the pupils. Occasionally, the session is too long and this then reduces the time available for the main activity.
52. The newly appointed co-ordinator for the subject is keen and enthusiastic but does not yet have a clear picture of the subject's strengths and weaknesses across the school.

Mathematics across the curriculum

53. Pupils make satisfactory use of their mathematical skills in other subjects. Measurements are made in science and graphs used to display information in science and geography. Information and communication technology is occasionally used in mathematics lessons to reinforce work in numeracy and to produce graphs. However, computers are not always used as effectively as they could be to support pupils' learning, and opportunities within lessons are often missed. Pupils often only use the computers when they have finished their activity rather than using them to support their learning during an activity.

SCIENCE

The provision for science is **unsatisfactory** as standards are below those expected by Year 6.

Main strengths and weaknesses

- Standards by Year 6 are lower than expected for pupils of this age, and this represents an unsatisfactory level of achievement.
- Pupils in Years 3 to 6 have insufficient depth of scientific knowledge, and their investigative skills are not sufficiently developed.
- Standards by Year 2 are improving.
- The school has improved the planning for the subject and developed teachers' knowledge of how pupils can improve their investigative skills.

Commentary

54. Teacher assessments in 2002 for pupils in Year 2 show that standards at that time were below the national average as too few pupils achieved the expected standard, Level 2. The 2003 teacher assessments, together with inspection evidence, show that standards have improved since then. Standards in science by the end of Year 2 are now in line with national expectations for this age. This is similar to the findings of the last inspection. Pupils' current work in Years 1 and 2 shows that they make steady progress and have reached satisfactory levels of achievement. For example, pupils demonstrated a satisfactory understanding of materials as they used suitable terms to describe unseen materials in a 'feely-bag'.
55. At the time of the last inspection, standards in science by Year 6 were above average. However, they have not kept pace with the improving national trend and have declined significantly over the last two years. In 2002, results in national tests for 11-year-olds were well below the national average and the average of similar schools. This unsatisfactory level of achievement is reflected in pupils' previous work, which was analysed during the inspection. Two common weaknesses were highlighted in the analysis and in discussions with pupils about their work. Firstly, pupils have insufficient knowledge in key areas such as life processes, simple electrical circuits and forces, including magnetism and friction. Secondly, pupils have

had insufficient opportunities to develop their investigative skills. Pupils understand the importance of a fair test by varying one factor while keeping others the same. They make predictions where appropriate based on their previous experience. However, they have had insufficient opportunities to devise their own experiments, select suitable equipment and suggest improvements to their work.

56. The school has identified these shortfalls, and the relatively new co-ordinator has begun to address these weaknesses. The change in the curriculum to each year-group having its own topics rather than two year-groups following the same topic is intended to allow for a better match of activities to the needs of the pupils. In-service training has taken place to raise the staff's awareness of investigative science. It is too early yet to see any positive impact from these initiatives. The co-ordinator correctly sees monitoring this aspect as an important part of her developing role in managing the subject.
57. There have been weaknesses in teaching and learning, and over time this has led to the current underachievement in the subject. During the inspection the quality of teaching and learning was satisfactory, and one good lesson was seen. A lively pace in this lesson ensured good levels of interest, and the consistent use of suitable scientific vocabulary helped develop pupils' knowledge of materials. High expectations, good management of pupils and very good relationships also supported the good learning. In the lessons that were satisfactory, what the teacher wanted pupils to learn was not always clear and so the lessons lacked a sharp focus. Sometimes explanations were too long and this left insufficient time for pupils to carry out their practical activities.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- The school has a good number of computers accessible to pupils.
- The weaknesses in the provision identified in the last inspection have been addressed.
- The use of ICT to support pupils' learning is developing, but is inconsistent across the school.

Commentary

58. At this early stage of the school year there was insufficient evidence available in Years 1 and 2 to make an overall judgement on standards by the age of seven. Displays of previous work show that pupils use the computers to type and print their work in literacy, as when writing alternative story endings for 'Red Riding Hood'. Block graphs showing uses for water were produced following a visit to a reservoir. In the one infant lesson observed during the inspection, difficulties with equipment prevented the teacher from achieving her objectives for the lesson.
59. Evidence from pupils' previous work in ICT, discussions with pupils and observations in two lessons show that standards are in line with national expectations by Year 6. This represents a satisfactory level of achievement. Pupils make satisfactory progress through their weekly visits to the ICT suite, where they develop their computer skills. They use a word-processing program with growing confidence as they move through the school. Younger pupils use different colours and fonts when presenting their work. By Year 6, pupils highlight text on web pages when skimming for information.
60. The school has a satisfactory curriculum in place based on national guidelines. This ensures that all aspects of the subject are covered, including data handling in the infants and control mechanisms in the juniors. This is an improvement since the previous inspection. The progression in learning through the school indicates that teaching over time has been satisfactory. During the inspection teaching and learning in lessons were satisfactory, with one

example of good teaching observed. During lessons in the ICT suite, teachers make good use of the resources available. They provide clear explanations and good individual support as they circulate around the class. Management of the pupils is variable and this at times slows progress as teachers calm excitable pupils. In the best lesson, effective strategies for maintaining good behaviour ensured that pupils were attentive and worked co-operatively. As a result they benefited from their time on the computer and progress was good.

Information and communication technology across the curriculum

61. Overall, teachers make satisfactory use of ICT to support pupils' learning in other subjects, though this is inconsistent across the school and between subjects. In the main, good use is made of computers to record and present pupils' writing. This ranges from displays of poems to the production of newspaper articles. Older pupils use the Internet to access information in some subjects such as history. There is some evidence of pupils' using data-handling programs to display simple graphs. However, opportunities to do this, particularly in science, are often missed. Programs that reinforce pupils' learning in subjects such as mathematics are occasionally used when they have finished their other activities rather than as a planned part of the lesson. During the inspection very little use was made of the computers accessible in each classroom.

HUMANITIES

Overall provision for the teaching of the humanities is **satisfactory**.

Main strengths and weaknesses

- There are examples of good and very good teaching, but this quality of teaching is not found consistently throughout all year groups.
- The planning of the history and geography curriculum has been changed very recently and this is having an impact on teaching.
- Year 6 pupils are more confident talking about history than geography.
- The roles of the subject co-ordinators in monitoring and developing their subjects are not fully developed.

History and geography

Provision in history and geography is **satisfactory**.

62. Standards in both history and geography by the end of Year 2 and Year 6 are in line with those expected for pupils aged seven and eleven. This represents satisfactory levels of achievement. Pupils gain a good amount of factual knowledge in history. By the time they move into the juniors, they have a satisfactory knowledge of significant events, such as the Great Fire of London, and understand how seaside towns have changed over time. By Year 6, pupils' knowledge of different periods of history, including Victorian and Roman times, is sound. In geography they make satisfactory progress as they learn about important aspects of water and, in the infants, about the local area. Junior pupils do quite a lot of work on the water cycle and compare their lives with those of people who live in India. Through this kind of work they satisfactorily learn to empathise with people who have very different life experiences.
63. The quality of teaching is very variable but satisfactory overall. Examples of good and very good lessons were seen during the inspection. Work in pupils' books suggests a much greater emphasis on the acquisition of factual knowledge than the development of historical and geographical skills. In some classes there is a lot of copying from the board of factual information, which does not help pupils to learn effectively. However, in the better lessons, such as one in the infants about how homes and houses have changed, teaching is very good because it is vital and energetic, and gains pupils' full attention and interest. The lesson was

active and varied in its content. In this lesson pupils were encouraged to relate old methods of washing clothes to how their mothers do it today. They were encouraged to learn how to research and to compare and contrast the present and the past through the very good use of library books and other resources. In the juniors better lessons also engage pupils actively through the good use of resources. Pupils learn the skills involved in enquiry, research and processing resources.

64. The presentation of pupils' work in books is very variable. Some is neat and tidy, other work is untidy and shows a lack of pride. Pupils thoroughly enjoy lessons that are rigorous and challenge them at the right level, such as those referred to above. However, pupils, especially those in Year 6, are much less confident in talking about geography than history. They feel they do not know as much geography as history. Apart from some use of the Internet, there is very little evidence of the use of information and communication technology in pupils' work to support learning in humanities, and very little evidence of the use of mathematics. English is used extensively but is narrow in its range of style and form. Usually only descriptive writing is found in pupils' historical and geographical work in their books.
65. In both subjects, pupils' achievements and the rate of learning have been hindered by the planning of the curriculum. Until recently the curriculum has been arranged so that the same topics have been taught to two consecutive year groups throughout the school. For example, the same topics were taught to Years 1 and 2, Years 3 and 4, and Years 5 and 6. It had been intended that each year group would learn about the topics at a different level from their partner year group. In pupils' previous work seen during the inspection only a slight difference between the teaching and learning in each year group was evident. In some cases there was none at all. The curriculum planning has been changed so that each single year group has its own set of topics to cover. The recent changes to the curriculum are intended to rectify this. This is a good idea, but it is too early to see any impact on teaching and learning.

Religious education

Provision for religious education is **satisfactory**.

66. During the inspection one lesson was observed and pupils' books were scrutinised. Their previous work indicates that standards are in line with the expectations of the locally agreed syllabus by the time that they are seven and eleven, and that teaching is satisfactory. Pupils' levels of achievement are satisfactory. Teachers' subject knowledge is secure, as seen in the sound coverage of the various units of work, especially in the junior classes. In the infants, pupils make a visit to the local church and become familiar with its features and symbols. Through the juniors, pupils make satisfactory levels of achievement in learning about the different religions in the world, such as Buddhism, Islam, Hinduism and Christianity. They gain an appropriate understanding for their age of the importance of special places, the purpose of the different symbols and the core beliefs of each religion. They relate their learning to their own lives. The presentation of their work is very variable. Often it is untidy and lacking in care. Responsibility for the subject is allocated to a co-ordinator, but her role in monitoring and developing the subject is underdeveloped at present.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Insufficient work was seen in physical education and in design and technology to form overall judgements.

The curriculum for physical education is enriched and extended by a wide range of extra-curricular activities, the involvement of outside agencies such as the local football club and the school's involvement in a nationally funded sports project. Because of this initiative, resources for physical education are good. In design and technology the school follows national guidelines for the subject, which provide suitable activities for each age-range.

Art and design

Overall, provision for art and design is **satisfactory**.

Main strengths and weaknesses

- The teaching of the skills and techniques of sketching is good.
 - Observational drawing in the infants is good.
 - There are good links with other areas of the curriculum.
 - Pupils are insufficiently aware of the work of major artists.
 - The role of the subject co-ordinator is insufficiently developed.
67. Examples of artwork seen during the inspection indicate that pupils are reaching the standard expected of them by the end of Year 2. Achievement by the age of seven is satisfactory. Insufficient evidence was seen at this early part of the school year to make a judgement about the standards attained by the pupils in Years 3 to 6. In the small sample of work seen, pupils' observational drawings are carefully produced and they show evidence of improving technique. Pupils thoughtfully and satisfactorily evaluate the work they have produced against their original intentions.
68. The teaching of art and design for the infant pupils is satisfactory. Teachers draw well on the skills of support assistants and other adults. They use stimuli and resources well to support pupils' learning. Teachers use pupils' artwork well as a means of focusing on specific skills to improve its quality. Pupils are successfully encouraged to look at and to think about other pupils' work and use it to improve their own.
69. Overall, the satisfactory provision seen at the time of the last inspection has been maintained. However, the role of the subject co-ordinator is not sufficiently developed. Although a scheme of work is in place, there is no system for monitoring the scheme. The co-ordinator has not had the opportunity to monitor teaching or pupils' work in art and as a result is not in a position to identify strengths and weaknesses in the subject or to track pupils' progress through the school. The co-ordinator does not have responsibility for a designated art budget to maintain a stock of resources.

Music

Overall, provision for music is **satisfactory**.

Main strengths and weaknesses

- The teaching of singing is good.
- Teachers have good subject knowledge.
- Resources are good.
- Pupils are insufficiently aware of famous composers.
- There is little enrichment of the music curriculum.
- The role of the subject co-ordinator is not fully developed.

Commentary

70. It was not possible to make judgements about standards by Year 2, but, by the end of Year 6, pupils' work is in line with the expected standard for their age. Singing is a strength of the school and pupils sing confidently and enthusiastically.
71. The teaching of music for junior pupils is always at least satisfactory and is sometimes good. Lessons are well structured and teachers have good subject knowledge. They use demonstration well to show correct techniques to pupils and use questioning well to check and

extend their understanding. Pupils are encouraged to evaluate their own and each other's performances. They do so thoughtfully and sensitively, and use their evaluations to improve their own performances and their understanding of the musical concepts being taught.

72. Overall, the satisfactory provision for music reported during the last inspection has been maintained. Although a scheme of work is in place, there is no system for monitoring the scheme. The co-ordinator, whose role is not fully developed, has not had the opportunity to monitor teaching or pupils' work in music. Consequently, she is not in a position to identify strengths and weaknesses in the subject or to track pupils' progress through the school. She does not have responsibility for a designated music budget to maintain a stock of resources.
73. Opportunities for pupils to develop their interest in and enthusiasm for music outside of lessons are limited. The school does not offer individual or group music lessons and there are few visiting performers or visits to performances. All pupils do attend the pantomime at the local theatre each year. Although music is played in assembly each day and the composer's name is displayed and discussed, a number of pupils in Year 6 were unable to name any composer other than Mozart.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- A good range of techniques are used.
- The school council plays an active role in school life.
- The school has integrated recent national guidelines on the teaching of citizenship into its planning for personal and social development.

Commentary

74. The school makes good provision for pupils' personal, social and health education and citizenship within its curriculum. It has allocated specific time for these areas, and the curriculum is well organised. An appropriate programme for sex education is used in Year 6 for which staff have had recent training. A drugs awareness programme is used with junior pupils, while a similar programme is being introduced for infant pupils. The school is implementing the Healthy Schools initiative and is currently focusing on drugs education. This involves both the pupils, through the school council, and outside agencies. A good range of techniques is used to teach the subject, including circle time, drama and direct teaching. In the one lesson observed during the inspection, teaching and learning were good. A very good rapport between the pupils and the teacher ensured good levels of concentration and interest. Through role-play, pupils successfully developed their ideas about how to behave in the classroom. One girl confidently played the teacher and quietly but firmly explained, 'You do not shout out.' All the pupils made good progress in developing their skills of working in a group.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	5
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).